DOCUMENT RESUME

ED 384 017 CS 012 181

AUTHOR	Venezky, Dick, Ed.; Sittig, Linda, Ed.
TITLE	Read*Write*Now! Activities for Reading and Writing Fun.
INSTITUTION	Department of Education, Washington, DC.
PUB DATE	May 95
NOTE	48p.; For a related booklet, see CS 012 182.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Creative Activities; Early Childhood Education; Intermediate Grades; Learning Activities; Reading Assignments; *Reading Attitudes; *Reading Improvement; Reading Interests; Writing Assignments; Writing Attitudes
IDENTIFIERS	*Reading Motivation

ABSTRACT

Developed by national reading experts for "reading partners" to use with children, ages birth to grade 6, this booklet presents activities that help very young children to get ready for reading and writing, and guide older children to expand their reading and writing interests and skills. The booklet has three sections, one for activities for infants and preschoolers, the second for children through grade 2, and the third for older children. These activities are meant to be used in addition to reading with children every day. According to the booklet, the main goal of the reading partners in using these activities is to develop a great enthusiasm in the reader for reading and writing. A 63-item Reading Is Fundamental reading list (arranged by grade level), a 24-item American Library Association reading list, and a 9-item list of organizations and federal sources of assistance are attached. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 384 017

CS

READ WRITE NOW!

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ACTIVITIES FOR READING AND WRITING FUN

My Name Is

x

BEST COPY AVAILABLE

U.S. Department of Education
Richard W. Riley
Secretary
May 1995

This guide for reading partners was edited by Dick Venezky and Linda Sittig from materials previously published by the International Reading Association and from **Helping Your Child to Read** a booklet prepared by the Department's Office of Educational Research and Improvement. The Department also wishes to acknowledge Reading Is Fundamental and the American Library Association for providing reading lists.

Several staff members of the Department assisted on the production of the guide: Michelle Doyle, Susan Thompson-Hoffman, Melissa Chabran, Brenda Long, Fritz Edelstein, Eric Stern, Jodi Wolk, Bernice Cullinan, Brad Bagert, Kathryn Perkinson, Cynthia Dorfman, Oliver Moles, Adriana de Kanter, Alan Ginsburg, Val Plisko, Joanne Wiggins, and James Newman.

We also wish to acknowledge the persons who are responsible for the design of this booklet: Ken Cosgrove, Carter/Cosgrove and Company; Chris Dunn, Carter/Cosgrove and Company.

READ·WRITE·NOW! ACTIVITIES FOR READING AND WRITING FUN has been developed by national reading experts for you to use with children, ages birth to Grade 6. The booklet has three sections, one for activities for infants and preschoolers, the second for children through Grade Two, and the third for older children.

These activities are meant to be used in addition to reading with children every day. Reading research has shown that reading just a few minutes a day with or to a child significantly increases that child's reading ability. These activities help very young children get ready for reading and writing, and guide older children to expand their reading and writing interests and skills.

In using these activities, your main goal will be to develop great enthusiasm in the reader for reading and writing. You are the child's cheerleader. It is less important for the reader to get every word exactly right. It is more important for the child to learn to love reading itself. If the reader finishes one book and asks for another, you know you are succeeding! If your reader writes even once a week and comes back for more, you know you have accomplished your beginning goals.

We wish you many wonderful hours of reading and writing with children!

CONTENTS

The Early Years: Birth to Preschool 5

Moving into Reading: Preschool through Grade Two 13

Encouraging the Young Reader: Grades Three through Six 20

Reading Lists 34

Resources 38

THE EARLY YEARS:

Birth to Preschool

Books and Babies

Babies love to listen to the human voice. What better way than through reading!

What you'll need: Some books written especially for babies (books made of cardboard or cloth with flaps to lift and holes to peek through)

What to do:

- Start out by singing lullabies and folk songs to your baby. When your baby is about six months old, choose books with brightly colored, simple pictures and lots of rhythm in the text. (Mother Goose rhymes are perfect.) Hold your baby in your lap so he/she can see the colorful pages of the book. Include books that show pictures and names of familiar objects.
- As you read with your baby, point out objects in the pictures and make sure your baby sees all the things that are fun to do with books. (**Pat the Bunny** by Dorothy Kunhardt is a classic touch-and-feel book for babies.)
- Vary the tone of your voice with different characters in the stories, sing nursery rhymes, make funny faces, do whatever special effects you can to stimulate your baby's interest.
- Allow your child to touch and hold cloth and sturdy cardboard books.
- When reading to a baby, keep the sessions brief but read daily and often.

As you read to your baby, your child is forming an association between books and what is most loved—your voice and closeness. Allowing babies to handle books deepens their attachment even more.

Tot Talk

What's "old hat" to you can be new and exciting to toddlers and preschoolers. When you talk about everyday experiences, you help children connect their world to language and enable them to go beyond that world to new ideas.

What you'll need: Yourself and your child

What to do:

- As you get dinner ready, talk to your child about things that are happening. When your 2- or 3-year-old "helps" by taking out all the pots and pans, talk about them. "Which one is the biggest?" "Can you find a lid for that one?" "What color is this one?"
- When walking down the street and your toddler or preschooler stops to collect leaves, stop and ask questions that require more than a "yes" or "no" answer. "Which leaves are the same?" "Which leaves are different?" "What else grows on trees?"
- Ask "what if" questions. "What would happen if we didn't shovel the snow?" "What if that butterfly lands on your nose?"
- Answer your child's endless "why" questions patiently. When you say, "I don't know, let's look it up," you show how important books are as resources for answering questions.
- After your child tells you a story, ask questions so you can understand better. That way children learn how to tell complete stories and know you are interested in what they have to say.
- Expose your child to varied experiences—trips to the library, museum, or zoo; walks in the park; or visits with friends and relatives. Surround these events with lots of comments, questions, and answers.

Talking enables children to expand their vocabulary and understanding of the world. The ability to carry on a conversation is important for reading development. Remember, it is better to talk too much rather than too little with a small child.

R and R: Repetition and Rhyme

Repetition makes books predictable, and young readers love knowing what comes next.

What you'll need:

Books with repeated phrases*
Short rhyming poems

*A few favorites are: ***Alexander and the Terrible, Horrible, No Good, Very Bad Day*** *by Judith Viorst;* ***Brown Bear, Brown Bear, What Do You See?*** *by Bill Martin, Jr.;* ***Horton Hatches the Egg*** *by Dr. Seuss; and* ***The Little Engine That Could*** *by Watty Piper. Check the booklists at the end of this booklet for more ideas.*

What to do:

★ Pick a story with repeated phrases or a poem you and your child like.

★ For example, read:

(Wolf Voice:)
"Little pig, little pig, let me come in."

(Little Pig:)
"Not by the hair on my chinny-chin-chin."

(Wolf Voice:)
"Then I'll huff and I'll puff and I'll blow your house in!"

After the wolf has blown down the first pig's house, your child will soon join in with the refrain.

★ Read slowly, and with a smile or a nod, let your child know you appreciate his or her participation.

★ As the child grows more familiar with the story, pause and give him or her the chance to fill in blanks and phrases.

★ Encourage your child to pretend to read, especially books that contain repetition and rhyme. Most children who enjoy reading will eventually memorize all or parts of a book and imitate your reading. This is a normal part of reading development.

When children anticipate what's coming next in a story or poem, they have a sense of mastery over books. When children feel power, they have the courage to try. Pretending to read is an important step in the process of learning to read.

Poetry in Motion

When children act out a good poem, they love its rhyme, its rhythm, and the pictures it paints with a few well-chosen words. They grow as readers by connecting feelings with the written word.

What you'll need: Poems that rhyme, tell a story, and/or are written from a child's point of view.

What to do:

- ★ Read a poem slowly to your child, and bring all your dramatic talents to the reading. (In other words, "ham it up.")
- ★ If there is a poem your child is particularly fond of, suggest acting out a favorite line. Be sure to award such efforts with delighted enthusiasm.
- ★ Suggest acting out a verse, a stanza, or the entire poem. Ask your child to make a face the way the character in the poem is feeling. Remember that facial expressions bring emotion into the performer's voice.
- ★ Be an enthusiastic audience for your child. Applause is always nice.
- ★ If your child is comfortable with the idea, look for a larger setting with an attentive, appreciative audience. Perhaps an after-dinner "recital" for family members would appeal to your child.
- ★ Mistakes are a fact of life, so ignore them.

Poems are often short with lots of white space on the page. This makes them manageable for new readers and helps to build their confidence.

Story Talk

Talking about what you read is another way to help children develop language and thinking skills. You don't need to plan the talk, discuss every story, or expect an answer.

What you'll need: Storybooks

What to do:

- Read slowly and pause occasionally to think aloud about a story. You can say: "I wonder what's going to happen next!" Or ask a question: "Do you know what a palace is?" Or point out: "Look where the little mouse is now."
- Answer your children's questions, and if you think they don't understand something, stop and ask them. Don't worry if you break into the flow of a story to make something clear. But keep the story flowing as smoothly as possible.

Talking about stories they read helps children develop their vocabularies, link stories to everyday life, and use what they know about the world to make sense out of stories.

Now Hear This

Children are great mimics. When you tell stories, your child will begin to tell stories, too.

What you'll need: Your imagination

What to do:

- Have your child tell stories like those you have told. Ask: "And then what happened?" to urge the story along.
- Listen closely when your child speaks. Be enthusiastic and responsive. Give your child your full attention.
- If you don't understand some part of the story, take the time to get your child to explain. This will help your child understand the relationship between a speaker and a listener and an author and a reader.
- Encourage your child to express himself or herself. This will help your child develop a richer vocabulary. It can also help with pronouncing words clearly.

Having a good audience is very helpful for a child to improve language skills, as well as confidence in speaking. Parents can be the best audience a child will ever have.

TV

Television can be a great tool for education. The keys to successful TV viewing are setting limits, making good choices, taking time to watch together, discussing what you view, and encouraging follow-up reading.

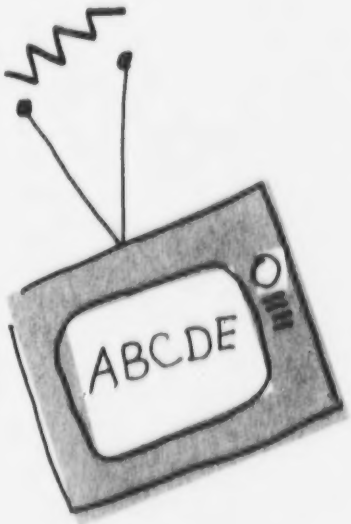
What you'll need: A weekly TV schedule

What to do:

- Limit your child's TV viewing time and make your rules and reasons clear. Involve your child in choosing which programs to watch. Read the TV schedule together to choose.
- Monitor what your child is watching, and whenever possible, watch the programs with your child.
- When you watch programs with your child, discuss what you have seen so your child can better understand the programs.
- Look for programs that will stimulate your child's interests and encourage reading (such as dramatizations of children's literature and programs on wildlife and science.)

Many experts recommend that children watch no more than 10 hours of TV each week. Limiting TV viewing frees up time for reading and writing activities.

It is worth noting that captioned TV shows can be especially helpful with children who are deaf or hard-of-hearing, studying English as a second language, or having difficulty learning to read.



MOVING INTO READING:

Preschool through Grade Two

World of words

Here are a few ways to create a home rich in words.

What you'll need:

Paper
Pencils, crayons, markers
Glue (if you want to make a poster)
Newspapers, magazines
Safety scissors

What to do:

- Hang posters of the alphabet on the bedroom walls or make an alphabet poster with your child. Print the letters in large type. Capital letters are usually easier for young children to learn first.
- Label the things in your child's pictures. If your child draws a picture of a house, label it with "This is a house." and put it on the refrigerator.
- Have your child watch you write when you make a shopping list or a "what to do" list. Say the words aloud and carefully print each letter.
- Let your child make lists, too. Help your child form the letters and spell the words.
- Look at newspapers and magazines with your child. Find an interesting picture and show it to your child as you read the caption aloud.
- Create a scrapbook. Cut out pictures of people and places and label them.

By exposing your child to words and letters often, your child will begin to recognize the shapes of letters. The world of words will become frienaly.

Write On

Writing helps a child become a better reader, and reading helps a child become a better writer.

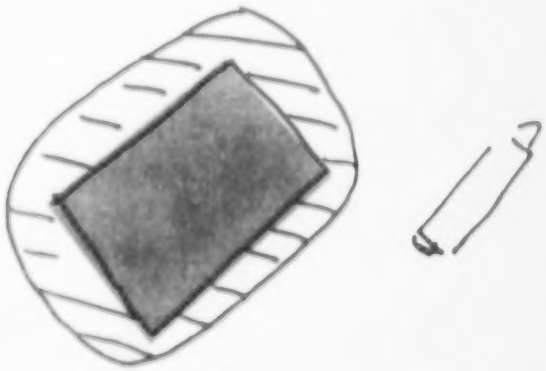
What you'll need:

Pencils, crayons, or markers
Paper or notebook
Chalkboard and chalk

What to do:

- Ask your child to dictate a story to you. It could include descriptions of your outings and activities, along with mementos such as fall leaves and flowers, birthday cards, and photographs. Older children can do these activities on their own.
- Use a chalkboard or a family message board as an exciting way to involve children in writing with a purpose.
- Keep supplies of paper, pencils, markers, and the like within easy reach.
- Encourage beginning and developing writers to keep journals and write stories. Ask questions that will help children organize the stories, and respond to their questions about letters and spelling. Suggest they share the activity with a smaller brother, sister, or friend.
- Respond to the content of children's writing, and don't be overly concerned with misspellings. Over time you can help your child concentrate on learning to spell correctly.

When children begin to write, they run the risk of criticism, and it takes courage to continue. Our job as parents is to help children find the courage. We can do it by expressing our appreciation of their efforts.



Look for Books

The main thing is to find books you both love. They will shape your child's first impression of the world of reading.

What you'll need: Good books

What to do:

- Ask friends, neighbors, and teachers to share the titles of their favorite books.
- Visit your local public library, and as early as possible, get your child a library card. Ask the librarian for help in selecting books. Have your child join you in browsing for books and making selections.
- Look for award-winning books. Each year the American Library Association selects children's books for the Caldecott Medal for illustrations and the Newbery Medal for writing.
- Check the book review sections of the newspapers and magazines for the recommended new children's books.
- If you and your child don't enjoy reading a particular book, put it aside and pick up another one.

Keep in mind that your child's reading level and listening level are different. When you read easy books, beginning readers will soon be reading along with you. When you read more advanced books, you instill a love of stories, and you build the motivation that transforms children into lifelong readers.

Read to Me

It's important to read to your child, but equally important to listen to them read to you. Children thrive on having someone appreciate their developing skills.

What you'll need: Books at your child's reading level

What to do:

- Listen attentively as your child reads.
- Take turns. You read a paragraph and have your child read the next one or you read half the page and your child reads the other half. As your child becomes more at ease with reading aloud, take turns reading a full page. Keep in mind that your child may be focusing more on how to read the words than on what they mean, and your reading helps to keep the story alive.
- If your child has trouble reading words, you can help him or her in several ways:
  - Ask the child to skip over the word, read the rest of the sentence, and then say what would make sense in the story for the missing word.
  - Guide the child to use what he or she knows about letter sounds.
  - Supply the correct word.
- Tell your child how proud you are of his or her efforts and skills.

Listening to your child read aloud provides opportunities for you to express appreciation of his or her new skills and for them to practice their reading. Most importantly, this is another way to enjoy reading together.

Family Stories

Family stories enrich the relationship between parent and child.

What you'll need: Time set aside for talking with your child

What to do:

- ★ Tell your child stories about your parents and grandparents. You might even put these stories in a book and add old family photographs.
- ★ Have your child tell you stories about what happened on special days, such as holidays, birthdays, and family vacations.
- ★ Reminisce about when you were little. Describe things that happened at school involving teachers and subjects you were studying. Talk about your brothers, sisters, or friends.
- ★ Write a trip journal with your child to create a new family story. Recording the day's events and pasting the photographs into the journal ties the family story to a written record. You can include everyday trips like going to the market or the park.

It helps for children to know that stories come from real people and are about real events. When children listen to stories, they hear the voice of the storyteller. This helps them hear the words when they learn to read aloud or read silently.

U.S. Department of Education

P.S. I Love You

Something important happens when children receive and write letters. They realize that the printed word has a purpose.

What you'll need:

Paper
Pencil, crayon, or marker

What to do:

★ Send your child little notes (by putting them in a pocket or lunch box, for example). When your child shows you the note, read it aloud with expression. Some children will read the notes on their own.

★ When your child expresses a feeling or a thought that relates to a person, have your child write a letter. Have your child dictate the words to you if your child doesn't write yet.

★ For example:

Dear Grandma,

I like it when you make ice cream. It's better than the kind we buy at the stor

Your grandson,

Darryl

P.S. I love you.

★ Ask the people who receive these notes to respond. An oral response is fine—a written response is even better.

★ Explain the writing process to your child: "We think of ideas and put them into words; we put the words on paper; people read the words; and people respond."

Language is speaking, listening, reading, and writing. Each element supports and enriches the others. Sending letters will help children become better writers, and writing will make them better readers.

ENCOURAGING THE YOUNG READER:

Grades Three through Six

Good Books Make Reading Fun

Stories for young children should be of all kinds — folktales, funny tales, exciting tales, tales of the wondrous and stories that tell of everyday things.

What you'll need: A variety of interesting books

What to do:

★ An essential step in learning to read is hearing good books read aloud. Parents who read aloud to their children are teaching literacy concepts simply by sharing books. Encourage your children to listen, ponder, make comments, and ask questions.

★ Be flexible enough to quickly abandon a book that does not appeal after a reasonable try at reading it. No one is meant to enjoy every book. And no one, especially a child, should be forced to read or listen to books that bore.

★ Even after children have outgrown picture books they still enjoy hearing a story read aloud. Hearing a good story read well, especially if it is just a little beyond a child's own capabilities, is an excellent way to encourage independent reading. Not all books are best read aloud; some are better enjoyed silently. But there are plenty of children's books that are twice as satisfying when they are shared a chapter at a time before bed or during long car rides. There are some books that children should not miss, books that they will want to hear many times and ultimately read for themselves.

★ Young children want to read what makes them laugh or cry, shiver and gasp. They must have stories and poems that reflect what they themselves have felt. They need the thrill of imagining, of being for a time in some character's shoes for a spine-tingling adventure. They deserve to experience the delight and amazement that comes with hearing playful language. For children, reading must be equated with enjoying, imagining, wondering, and reacting with feeling. If not, we should not be surprised if they refuse to read. So let your child sometimes choose the story or book that they want you to read to them.

Give your child many opportunities to read and write stories, lists, messages, letters, notes, and postcards to relatives and friends. Since the skills for reading and writing reinforce one another, your child's skills and proficiency in reading and writing will be strengthened if you help your child connect reading to writing and writing to reading.

Artful Artists

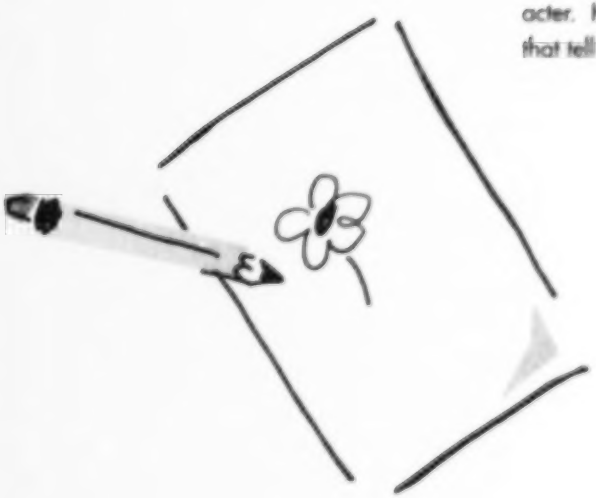
Children love to be creative when it comes to drawing, and illustrations add visual imagery to stories.

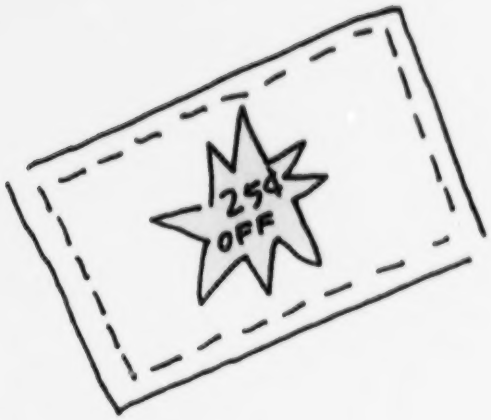
What you'll need:

Drawing paper
Pens and pencils
Magic markers or crayons

What to do:

Find a fable, fairy tale, or other short story for your child to read. Then ask your child to illustrate a part of the story he or she likes best or describe a favorite character. Have the child dictate or write a few sentences that tell about this picture.





Shopping Your Way With Words

Use your weekly shopping trip as an opportunity to help your child develop reading and writing skills.

What you'll need:

Paper and pencils
Newspaper ads
Supermarket coupons

What to do:

As you make out your grocery shopping list, give your child a sheet of paper and read the items to him or her. If the child asks for spelling help, write the words correctly for him or her to copy or spell the words aloud as your child writes them. Ask your child to look through the newspaper ads to find the prices of as many items as possible. Your child can write these prices on the list and then look through your coupons to select the ones you can use. Take your child to the supermarket and ask him or her to read each item to you as you shop.

'Cookbooking'

Cooking is always a delight for children, especially when they can eat the results!

What you'll need:

Easy-to-read recipes
Cooking utensils
Paper and pencils

What to do:

Show your child a recipe and go over it together. Ask your child to read the recipe to you as you work, and tell the child that each step must be done in a special order. Let your child help mix the ingredients.
Allow your child to write down other recipes from the cookbook that he or she would like to help make.

Dictionary Words

A dictionary is a valuable learning tool, especially if your child makes up his or her own booklet of words that are challenging.

What you'll need:

Paper and pencils
A stapler
Old magazines
Newspaper and supplements

What to do:

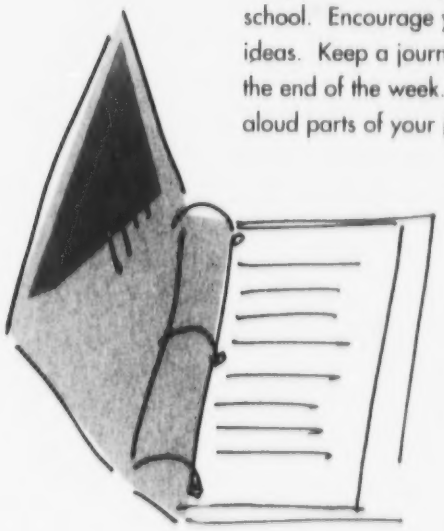
Encourage your child to make a dictionary by putting together several sheets of paper for a booklet. Ask your child to write at the top of each page a new word he or she has recently learned. If the word can be shown in a picture, have him or her look through magazines and newspapers to find pictures that illustrate the words and paste them on the correct pages. Have your child write the meaning of each word and a sentence using each new word. Your child can then use some or all of these sentences as the basis for a creative story. Have your child read this story to you and other family members.

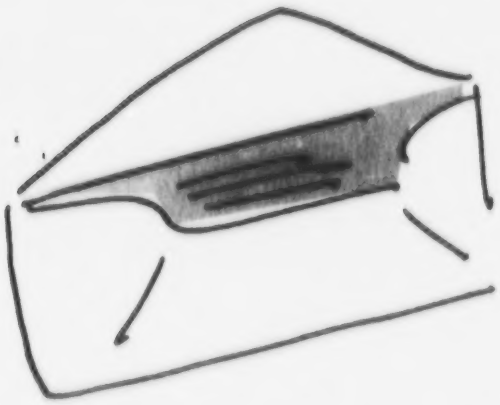
Journals

Keeping a journal is a way for your child to write down daily events and record his or her thoughts.

What you'll need: Two notebooks — one for your child and one for you!

What to do: Help your child start a journal. Say what it is and discuss topics that can be written about, such as making a new friend, an interesting school or home activity just completed, or how your child felt on the first day of school. Encourage your child to come up with other ideas. Keep a journal yourself and compare notes at the end of the week. You and your child each can read aloud parts of your journals that you want to share.





Greetings and Salutations

Everyone loves to get mail, especially when the card has been personally designed.

What you'll need:

Paper and pencils
Crayons and magic markers
Stamps and envelopes

What to do:

Ask your child to list the birthdays of family members, relatives, and friends. Show your child some store-bought birthday cards with funny, serious, or thought-provoking messages. Your child can then create his or her own birthday card by using a folded piece of paper, making an attractive cover, and writing a short verse inside. Then your child can mail the cards to friends and relatives for their birthdays.

Giving the Gift of Reading

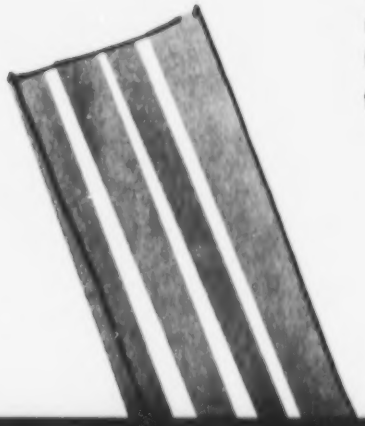
Reading a book is more fun when you have a homemade bookmark to mark your spot.

What you'll need:

Pieces of lightweight cardboard
Pens and pencils
Paper
Crayons and magic markers

What to do:

Provide your child with a piece of cardboard about 6" long x 2" wide. On one side of the bookmark, have your child draw a picture of a scene from a book he or she has read. On the other side, ask your child to write the name of the book, its author, publisher, publication date, and a few sentences about the book. After making several of these bookmarks, you might ask the child to send them to friends and relatives as gifts accompanied by a short note.

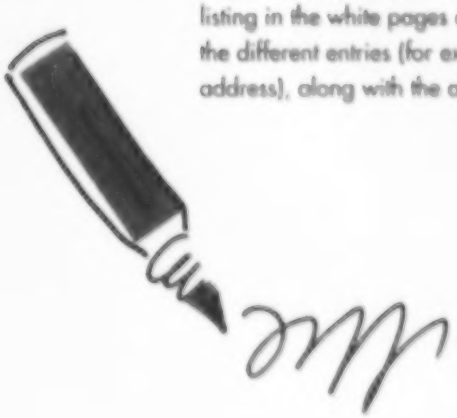


Let Your Fingers Do the Walking

The telephone book contains a wealth of information and is a good tool for reading and writing.

What you'll need: A telephone book, including the yellow pages
Paper and pencils

What to do: Have your child look through the yellow pages of the telephone directory, select a particular service, and write a clever or funny ad for it. Have your child read this ad to you. Help your child to find your own or a friend's listing in the white pages of the telephone book. Explain the different entries (for example, last name and address), along with the abbreviations commonly used.



Map Your Way to Success

Children love to read road maps and this activity actually helps them with geography.

What you'll need:

A road map or atlas
Paper and pencil
Stamps and envelopes

What to do:

When planning a vacation, let your child see the road map and help you plan where you will drive. Talk about where you will start and where you will end up. Let your child follow the route between these two points. Encourage your child to write to the Chamber of Commerce for brochures about places you will see on your trip.

What's in the News?

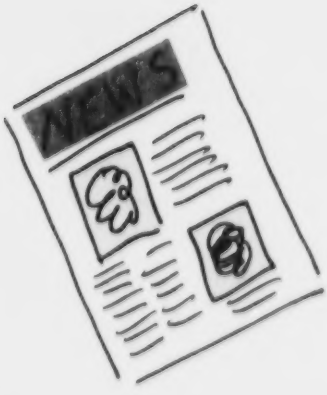
Newspapers are a form of daily communication with the outside world, and provide lots of learning activities for children.

What you'll need:

Newspapers
Scissors
Colored pencils

What to do:

- Clip out an interesting news story and cut the paragraphs apart. Ask your child to read the paragraphs and put them in order.
- Ask your child to read a short editorial printed in your local newspaper and to underline all the facts with a green pencil and all the opinions with an orange pencil.
- Pictures fascinate children of all ages. Clip pictures in the newspaper. Ask your child to tell you about the picture or list adjectives to describe the picture.



- Do you take your child to the movies? Have your child first look up the movie page by using the index in the newspaper. After a movie has been chosen, have your child study the picture or text in the ad and tell you what he or she thinks the movie is about.

- Have your child pick a headline and turn it into a question. Then the child can read the article to see if the question is answered.

- Ask your child to clip food coupons from the newspaper for your grocery shopping trips. First, talk about which products you use and which you do not. Then the child can cut out the right coupons and put them into categories such as drinks and breakfast items. You can then cash in the coupons at the store.

- Pick out an interesting article from the newspaper. As you are preparing lunch or dinner, tell your child that you are busy and ask him or her to read the article to you.

Many newspapers publish material especially written for children, such as the syndicated "Mini Page," "Pennywhistle Press," and "Dynamite Kids." In addition, some newspapers publish weekly columns for children, as well as tabloids and summer supplements written by educators.

Using Television to Stimulate Reading

What child doesn't enjoy watching TV? Capitalize on this form of entertainment and use TV to help rather than hinder your child's learning.

Some important ideas to consider before turning on the TV.

- *Limit in some way the amount of TV your child watches so as to leave time for reading and other activities. Decide how much time should be set aside for watching TV each day.*
- *Serve as an example by limiting the amount of TV you yourself watch. Have time when the TV set is off and the entire family reads something.*
- *Practice watching TV only for special shows. Before the TV set is turned on, encourage your child to select the programs he or she wishes to watch. You might even want to ask your child to give you the reason for the choices made.*
- *Watch some of the same TV programs your child watches. This helps you as a parent share in some of your child's daily activities.*

What you'll need:

A TV
A TV selection guide
Colored highlighters
A calendar page for each month
Paper and pencils

What to do:

- Ask your child to tell you about favorite TV characters using different kinds of words.
- As your child watches commercials on television, ask him or her to invent a product and write slogans or an ad for it.
- Encourage your child to watch such programs as "Reading Rainbow" and "Electric Company." Urge older children to watch such programs as "Children's Classics," "60 Minutes" and selected documentaries. These programs are informative. Discuss interesting ideas covered in the programs and direct your child to maps, encyclopedias, fiction, or popular children's magazines for more information.

- Have your child name 10 of his or her favorite shows. Ask your child to put them into categories according to the type of show they are, such as family shows, cartoons, situation comedies, sports, science fiction, or news and information. If you find the selection is not varied enough, you might suggest a few others that would broaden experiences.

- Prepare a monthly calendar with symbols such as a picture of the sun to represent an outdoor activity or a picture of a book to represent reading. Each time your child engages in a daily free time activity, encourage him or her to paste a symbol on the correct calendar date. This will give you an idea of how your child spends his or her free time. It also encourages a varied schedule.

- Ask each child in your family to pick a different color. Using the TV listing, have each child use this color to circle one TV program that he or she wants to watch each day. Alternate who gets first choice. This serves two purposes. It limits the amount of time watching TV and it encourages discriminating viewing.

- Devise a rating scale from 1 to 5. Ask your child to give a number to a certain TV program and to explain why such a rating was given.

- Have your child keep a weekly TV log and write down five unfamiliar words heard or seen each week. Encourage your child to look up the meanings of these words in the dictionary or talk about them with you.

READING LISTS

These reading lists are provided by Reading Is Fundamental, Inc. (RIF) and the American Library Association (ALA) for you and your young reader*. If you choose to use these lists, draw your reader's attention to the books on the list, starting with those for the appropriate grade level. Go to the library shelves and find one of the books listed here. Let your young reader look at the front and back covers of the book and thumb through the inside of the book. Ask if the book interests your reader. If so, check the book out. If not, find another book on this list and repeat the process until your reader is happy.

READING IS FUNDAMENTAL READING LIST

FAVORITE BOOKS OF RIF KIDS

Provided by Reading Is Fundamental, Inc.

For Preschool to Kindergarten Age Children

Allard, Harry. **Miss Nelson Is Missing!**

Ames, Lee J. **Draw Draw Draw.**

Anonymous. Fairy tales, folk tales, and nursery rhymes including: **"Cinderella," "The Gingerbread Man," "Little Red Riding Hood," "The Three Little Pigs," "The Three Billy Goats Gruff," "Goldilocks and the Three Bears," and Mother Goose rhymes.**

Bemelmans, Ludwig. **Madeleine.**

Berenstain, Stan and Jan. **The Berenstain Bears.**

Bridwell, Norman. **Clifford, the Big Red Dog.**

Brown, Margaret W. **Goodnight, Moon.**

Carle, Eric. **The Very Hungry Caterpillar.**

Mayer, Mercer. **There's a Nightmare in My Closet.**

McCloskey, Robert. **Make Way for Ducklings.**

Piper, Watty. **The Little Engine That Could.**

Potter, Beatrix. **The Tale of Peter Rabbit.**

Rey, H.A. **Curious George.**

Sendak, Maurice. **Where the Wild Things Are.**

Seuss, Dr. **The Cat in the Hat.**

Solbodkina, Esphyr. **Caps for Sale.**

***The Department of Education recommends that parents review these lists and make their own decision on the suitability of the books for their children.**

Waber, Bernard. **Ira Sleeps Over.**

Zion, Gene. **Harry the Dirty Dog.**

Grades 1 through 3

Allard, Harry. **Miss Nelson Is Missing!**

Berenstain, Stan and Jan. **The Berenstain Bears Nursery Tales.**

Blume, Judy. **Freckle Juice.**

Bridwell, Norman. **Clifford, the Big Red Dog.**

Cleary, Beverly. **Ramona Quimby, Age Eight.**

Dahl, Roald. **Charlie and the Chocolate Factory.**

Hoban, Russell. **Bedtime for Frances.**

Lobel, Arnold. **Frog and Toad Are Friends.**

McCloskey, Robert. **Make Way for Ducklings.**

Mosel, Arlene. **Tikki Tikki Tembo.**

Parish, Peggy. **Amelia Bedelia.**

Rey, H.A. **Curious George.**

Sendak, Maurice. **Where the Wild Things Are.**

Seuss, Dr. **The Cat in the Hat.**

Sharmat, Marjorie W. **Nate the Great.**

Silverstein, Shel. **Where the Sidewalk Ends.**

Sobol, Donald J. **Encyclopedia Brown, Boy Detective.**

Viorst, Judith. **Alexander and the Terrible, Horrible, No Good, Very Bad Day.**

Warner, Gertrude. **Boxcar Children.**

White, E.B. **Charlotte's Web.**

Wilder, Laura I. **Little House on the Prairie.**

William, Margery. **The Velveteen Rabbit.**

Grades 4 through 6

Baum, L. Frank. **The Wizard of Oz.**

Blume, Judy. **Tales of a Fourth Grade Nothing.**

Byars, Betsy. **The Pinballs.**

Cleary, Beverly. **Ramona Quimby, Age Eight.**

Dahl, Roald. **Charlie and the Chocolate Factory.**

Davis, Jim. **Garfield Counts to Ten.**

DeClements, Barthe. **Nothing's Fair in Fifth Grade.**

Farley, Walter. **The Black Stallion.**

Fitzgerald, John D. **The Great Brain.**

Gipson, Fred. **Old Yeller.**

Hiller, B.B. **The Karate Kid.**

Howe, Deborah and James. **Bunnicula: A Rabbit Tale of Mystery.**

Lewis, C.S. **The Lion, the Witch, and the Wardrobe.**

O'Dell, Scott. **Island of the Blue Dolphins.**

Paterson, Katherine. **The Bridge to Terabithia.**

Rawls, Wilson. **Where the Red Fern Grows.**

Rockwell, Thomas. **How to Eat Fried Worms.**

Sewell, Anna. **Black Beauty.**

Silverstein, Shel. **Where the Sidewalk Ends.**

Sobol, Donald J. **Encyclopedia Brown, Boy Detective.**

Twain, Mark. **The Adventures of Tom Sawyer.**

Warner, Gertrude. **Boxcar Children.**

White, E.B. **Charlotte's Web.**

Wilder, Laura I. **Little House on the Prairie.**

AMERICAN LIBRARY ASSOCIATION READING LIST

Provided by the American Library Association

Preschool

Brown, Margaret Wise. **Goodnight Moon.**

Carle, Eric. **The Very Hungry Caterpillar.**

Freeman, Don. **Corduroy.**

Hughes, Shirley. **Alfie Gives a Hand.**

Martin, Bill Jr. **Brown Bear, Brown Bear, What Do You See?**

Potter, Beatrix. **The Tale of Peter Rabbit.**

Ages 5 - 7

Keats, Ezra Jack. **The Snowy Day.**

Lobel, Arnold. **Frog and Toad Are Friends.**

McCloskey, Robert. **Make Way for Ducklings.**

Sendak, Maurice. **Where the Wild Things Are.**

Steptoe, John. **Mufaro's Beautiful Daughters: An African Tale.**

Viorst, Judith. **Alexander and the Terrible, Horrible, No Good, Very Bad Day.**

Ages 7 - 9

Cleary, Beverly. **Ramona the Pest.**

Dahl, Roald. **Fantastic Mr. Fox.**

Hurwitz, Johanna. **Much Ado about Aldo.**

MacLachlan, Patricia. **Sarah Plain and Tall.**

White, E.B. **Charlotte's Web.**

Wilder, Laura Ingalls. **Little House in the Big Woods.**

Ages 9 - 12

Babbitt, Natalie. **Tuck Everlasting.**

Freedman, Russell. **Lincoln: A Photobiography.**

Lowry, Lois. **Anastasia Krupnik.**

Paterson, Katherine. **Bridge to Terabithia.**

Silverstein, Shel. **Where the Sidewalk Ends: Poems and Drawings.**

Taylor, Mildred. **Roll of Thunder, Hear My Cry.**

ORGANIZATIONS THAT PUBLISH READING LISTS FREE OR AT LITTLE COST

American Library Association
Publications Order Department
50 East Huron Street
Chicago, IL 60611

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139

Reading Is Fundamental, Inc.
Publications Department
Smithsonian Institution
600 Maryland Avenue SW, Suite 600
Washington, DC 20024-2520

The Children's Book Council
Attn: Publication List
568 Broadway
Suite 404
New York, NY 10012
(for publication list, enclose stamped, self-addressed envelope)

FEDERAL SOURCES OF ASSISTANCE IF YOUR CHILD HAS A READING PROBLEM OR LEARNING DISABILITY

ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

The National Library Service for the Blind and Physically Handicapped
Library of Congress
Washington, DC 20542

National Institute of Child Care and Human Development
U.S. Department of Health and Human Services
31 Center Drive
Building 31, Room 2A32
MSC-2420
Bethesda, MD 20892-2425

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013

Office of Special Education and Rehabilitative Services
U.S. Department of Education
Washington, DC 20202

* U.S. G.P.O.:1995-185/39SS ITEM # 2

FEDERAL PUBLICATIONS ON READING AND LEARNING ACTIVITIES FOR CHILDREN

Materials published by the U.S. Department of Education and other federal agencies are available through the Consumer Information Center. To find out how to order, request the **Consumer Information Catalog**, listing approximately 200 free and low-cost federal publications. The **Catalog** is free from the Consumer Information Center, Pueblo, Colorado 81009.

BEST COPY AVAILABLE

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

May 11, 1995

DEAR READING PARTNERS,

We welcome you to the summer startup program of the American Initiative on Reading and Writing -- READ*WRITE*NOW! READ*WRITE*NOW! is sponsored by the U.S. Department of Education as a project of the Family Involvement Partnership for Learning.

Research shows that reading and writing as little as 20 minutes a day can help children become better readers and writers and be more successful students and adults. Reading over the summer can maintain, and in many cases, increase levels of reading growth experienced over the school year. Reading is the key that unlocks learning in all subjects! Writing brings together this information and gives the child a tool for communicating what he or she has learned.

To help children grow in their reading and writing skills over the summer, the READ*WRITE*NOW! program will connect children with reading partners like you -- parents, summer project leaders, senior citizens, teachers, librarians, and students from Grades 7 and up. As the primary sponsors of READ*WRITE*NOW!, we ask you to join this national effort and share the attached materials with young readers this summer to inspire a lifelong love of reading. We hope you will lend your support to this program, as have the International Reading Association (IRA), the National Association of Secondary School Principals (NASSP), the National Association of Elementary School Principals (NAESP), and Hadassah to ensure a continued emphasis on reading and writing throughout the year.

Sincerely,

Ruth Graves
President
Reading Is Fundamental, Inc.

John Y. Cole
Director
The Center for the Book
in the Library of Congress

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Geraldine Laybourne
President
Nickelodeon

Allan S. Huston
President and CEO
Pizza Hut, Inc.

David V. Loertscher
195-96 President
American Library Association
of School Librarians,
a division of the American
Library Association

Richard W. Riley
Secretary
U.S. Department of Education

Enclosures

HOW TO START READING AND WRITING

WITH THE READ*WRITE*NOW! PROGRAM

READ*WRITE*NOW STARTER KITS

Welcome reading partners! As a reading partner, you may be a parent, summer project leader, senior citizen, teacher, librarian, or a student in Grade 7 or older. In the attached materials, we have provided everything you will need to work with young readers this summer for participation in the READ*WRITE* NOW! program. These materials have been developed by well-known reading experts to ensure fun and learning over the summer. Included are:

- READ*WRITE*NOW! ACTIVITIES FOR READING AND WRITING FUN including Reading Is Fundamental and American Library Association READING LISTS (for reading partners and parents)
- READ*WRITE*NOW! FUNBOOK: PLAY ON PAPER (for younger children)
- READ*WRITE*NOW! BOOKMARK ("Strong Families Read Together")
- READ*WRITE*NOW! "I MADE A DIFFERENCE THIS SUMMER" Partner Pledge
- READ*WRITE*NOW! Pizza Hut, Inc. Award Certificate

We encourage you to duplicate and share all READ*WRITE*NOW! materials with friends and neighbors! (Please note that Pizza Hut® restaurants cannot accept duplicate copies of the Pizza Hut, Inc. Award Certificate.)

Additional kits can be obtained by calling 1-800-USA-LEARN while supplies last.

HERE'S WHAT YOU DO

1. Invite one or more children, from preschool to Grade 6, to read and write with you throughout the summer. While most reading partners will meet once or twice a week, others may want to meet more.

2. Set up a goal with your reader to read about twenty minutes a day. Research shows that 20 minutes of reading a day can make a remarkable difference.

3. Take a trip with your young reader to the library and get a library card.

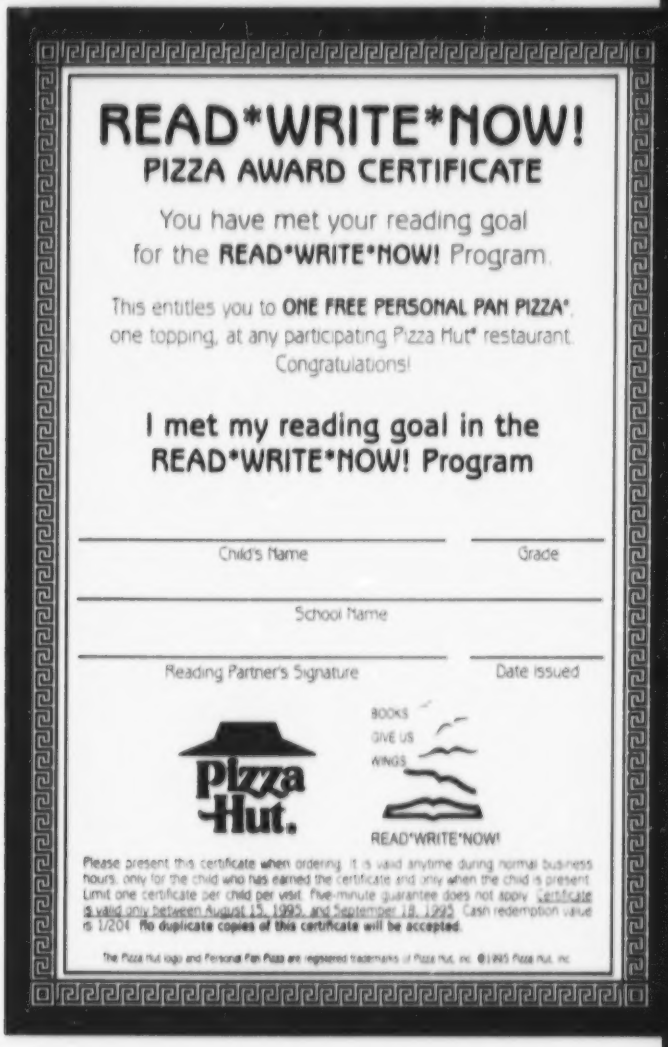
4. Look over the READING LISTS provided by Reading is Fundamental, Inc. (RIF) or the American Library Association (ALA) with your reader. Go to the library shelves with your reader and find one of the books at the right level. Let the young reader look at the front and back covers of the book and thumb through the insides. Ask if this book interests your reader. If not, find another book on the list until your reader selects a book he/she wants. Together, check the book out. Please discuss the book selection with the parents of the child to ensure the parent is comfortable with the selection.

5. When you meet with the child, read to him or her (if young and not a reader) or with the child (if a reader). When older children choose to read on their own, the reading partner can get a duplicate copy of the book and read at the same pace to make it easier to discuss the book.

6. Supplement reading from library books and other materials with reading and writing activities.

   - Use the READ*WRITE*NOW! ACTIVITIES. These activities are meant to be used in addition to reading every day. They help very young children get ready for reading and writing, and guide older children to expand their reading and writing interests and skills.

   - For younger children, use the READ*WRITE*NOW! FUNBOOK: PLAY ON PAPER. There are directions on each page that



READ*WRITE*NOW!

PIZZA AWARD CERTIFICATE

You have met your reading goal
for the **READ*WRITE*NOW!** Program.

This entitles you to **ONE FREE PERSONAL PAN PIZZA®**,
one topping, at any participating Pizza Hut® restaurant.
Congratulations!

**I met my reading goal in the
READ*WRITE*NOW! Program**

Child's Name _____ Grade _____

School Name _____

Reading Partner's Signature _____ Date Issued _____

Pizza Hut.

BOOKS GIVE US WINGS

READ*WRITE*NOW!

Please present this certificate when ordering. It is valid anytime during normal business hours, only for the child who has earned the certificate and only when the child is present. Limit one certificate per child per visit. Five-minute guarantee does not apply. Certificate is valid only between August 15, 1995, and September 18, 1995. Cash redemption value is 1/20¢. **No duplicate copies of this certificate will be accepted.**

The Pizza Hut logo and Personal Pan Pizza are registered trademarks of Pizza Hut, Inc. ©1995 Pizza Hut, Inc.

AMERICAN INITIATIVE ON READING AND WRITING

"I Made a Difference"
in the

1995 READ*WRITE*NOW!
Reading and Writing Program

I will continue to help my young reader in realizing his or her full potential

Signed: _____

We honor you, our reading partner!

John Y. Cole, Director
Center for the Book

Richard W. Riley, Secretary
U.S. Department of Education

Ruth Graves, President
Reading Is Fundamental, Inc.

Allan S. Huston, President & CEO
Pizza Hut, Inc.

David V. Loertscher, President
American Association of School Librarians,
A Division of the American Library Association

AASL